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PREPARATION OF SPECIAL EDUCATION PERSONNEL, NEW DIRECTIONS AND OPPORTUNITIES. PROCEEDINGS OF A CONFERENCE ON THE EDUCATION PROFESSIONS DEVELOPMENT ACT AND ITS APPLICABILITY TO SPECIAL EDUCATION (1ST, WASHINGTON, D.C., JUNE 13-14, 1968).

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CONCERNED WITH THE NEED FOR AND PREPARATION OF PERSONNEL IN SPECIAL EDUCATION, THE CONFERENCE PROCEEDINGS FOCUS ON THE EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA, PUBLIC LAW 90-35) AND THE OPPORTUNITIES IT PROVIDES. JAMES J. GALLAGHER, ASSOCIATE COMMISSIONER, BUREAU OF EDUCATION FOR THE HANDICAPPED, DISCUSSES THE PROBLEMS TO BE MET IN "TRAINING PERSONNEL FOR SPECIAL EDUCATION." RUSSELL WOOD, DEPUTY ASSOCIATE COMMISSIONER, BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT, DESCRIBES LEGISLATIVE PROVISIONS IN "EPDA--AN OVERVIEW." LEONARD LUCITO, DIRECTOR OF TRAINING PROGRAMS, BUREAU OF EDUCATION FOR THE HANDICAPPED, CONSIDERS THE RELATIONSHIP OF THE BUREAU TO THE EPDA IN "COORDINATION FOR EFFECTIVE PROGRAMMING." IN ADDITION, THE ORGANIZATION OF THE BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT IS DESCRIBED, AND THE MAJOR PROVISIONS OF THE EPDA ARE OUTLINED. EPDA PRIORITY AREAS (AND THEIR RELATIONSHIP TO SPECIAL EDUCATION) EXPLORED ARE THE PREPARATION OF TEACHER AIDES AND AUXILIARY PERSONNEL, SPECIAL AND GENERAL EDUCATORS, AND PERSONNEL FOR DISADVANTAGED COMMUNITIES AND FOR PRESCHOOL PROGRAMS. INFORMATION ON THE POSSIBLE USES OF THE EPDA, A STATEMENT BY THE BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT, AND A LIST OF CONFERENCE PARTICIPANTS ARE INCLUDED. (JD)

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ABSTRACT

800 Concerned with the need for and preparation of personnel in special education, the
801 conference proceedings focus on the Education Professions Development Act (EPDA,
802 Public Law 90-35) and the opportunities it provides. James J. Gallagher, Associate
803 Commissioner, Bureau of Education for the Handicapped, discusses the problems to be
804 met in "Training Personnel for Special Education." Russell Wood, Deputy Associate
805 Commissioner, Bureau of Educational Personnel Development, describes legislative
806 provisions in "EPDA--An Overview." Leonard Lucito, Director of Training Programs,
807 Bureau of Education for the Handicapped, considers the relationship of the Bureau to the
808 EPDA in "Coordination for Effective Programming." In addition, the organization of the
809 Bureau of Educational Personnel Development is described, and the major provisions of
810 the EPDA are outlined. EPDA priority areas (and their relationship to special education)
811 explored are the preparation of teacher aides and auxiliary personnel, special and general
812 educators, and personnel for disadvantaged communities and for preschool programs.
813 Information on the possible uses of the EPDA, a statement by the Bureau of Educational
814 Personnel Development, and a list of conference participants are included. (JD)
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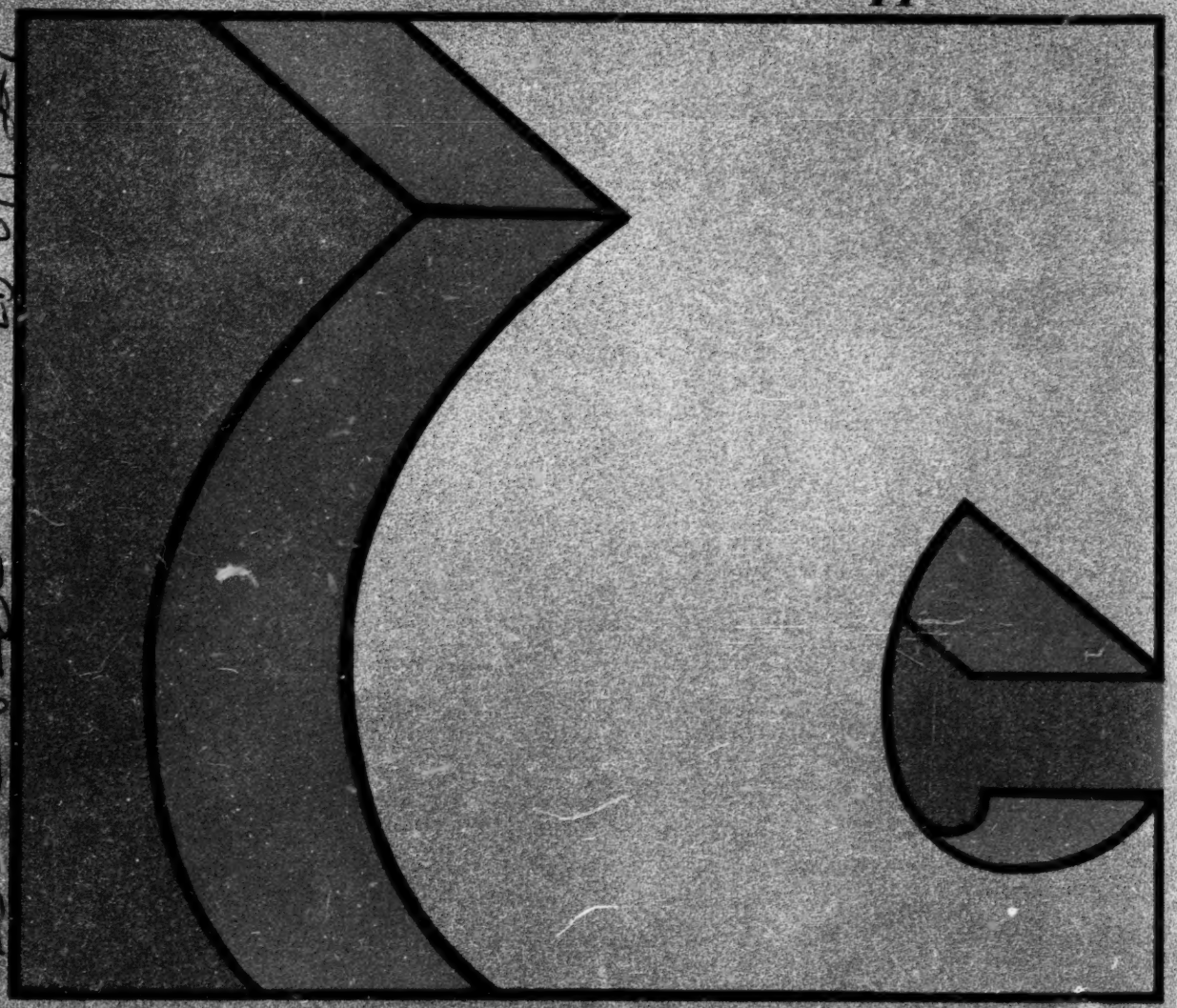
Preparation of Personnel for Exceptional Children

new directions and opportunities



PREPARATION OF SPECIAL EDUCATION PERSONNEL ... NEW DIRECTIONS AND OPPORTUNITIES

PROCEEDINGS OF A CONFERENCE ON
THE EDUCATION PROFESSIONS DEVELOPMENT ACT
AND ITS APPLICABILITY TO SPECIAL EDUCATION

June 13 and 14, 1968
Council for Exceptional Children, NEA
Washington, D.C.

Please note that the title on the title page of this document is the correct title, and not the one on the cover, according to the Council of Exceptional Children and the editor, Mr. Weintraub.

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PREFACE

The Conference on New Directions and Opportunities for the Preparation of Special Education Personnel was initiated by The Council for Exceptional Children in response to requests from the field for information concerning the Education Professions Development Act.

Pressing proposal deadline dates, the need to explore the potential of EPDA in greater depth, and the desire to provide procedual information to possible grant applicants necessitated the "instant" nature of the conference.

The history of the relationship of EPDA and special education is typical of the problems special education has had in communicating with general education. However, the working relations established in the Office of Education between the Bureau of Educational Personnel Development and the Bureau of Education for the Handicapped, to be discussed later in the proceedings, may be an indication of new directions for the future. Agreements have been reached, funds set aside, and application dates extended; the responsibility is now ours to utilize this opportunity to seek new directions to meet the growing personnel demands of special education. We hope these proceedings will be of assistance to you in your consideration of your local special education personnel needs and how EPDA can assist you in meeting these needs.

The nature of an "instant conference" requires the cooperation and assitance of many persons. The officers and staff of The Council for Exceptional Children made the term "instant" possible. The staffs of the Bureau for the Education of the Handicapped and the Bureau of Educational Personnel Development lent their talents and resources to developing, sponsoring, and contributing to the conference, as well as major assistance in editing the proceedings. Special appreciation is due to Robert Poppendieck, John Chaffee, Leonard Lucito, and Lee Ross. All of the planning efforts would have been fruitless without the tremendous efforts of all participants, speakers, resource persons, group leaders and recorders.

Washington, D. C.
1968

Frederick J. Weintraub
Editor

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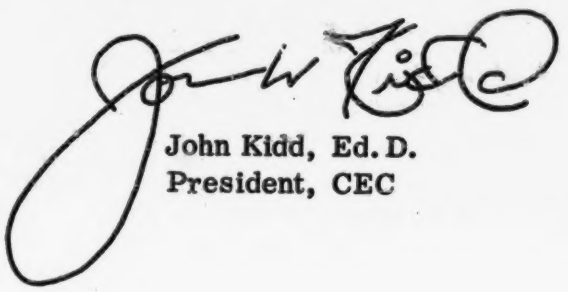
INTRODUCTION

The purpose of this conference was one of exploration - exploration of the personnel needs of special education, exploration of the means of preparing such personnel, and exploration of resources to make their preparation possible. This effort which The Council for Exceptional Children urges the field to undertake is based upon the firm belief that the foundation for effective education programs for exceptional children is competent personnel.

How long can we continue to look introspectively at our personnel needs? It was estimated several years ago that in order to provide education for every exceptional child in a manner similar to present programs, it would require over three hundred thousand teachers. At present there are only one-fourth that number in the field. Considering the present school population growth and the increasing demand for new programs and expertise, the possibility of attaining required manpower totals may be impossible. In a similar vein, had the telephone company not sought new means of meeting service demands, one-half of our population would now have to be telephone operators. This realization should not lead to despair, but to new approaches.

The training of personnel under Public Law 85-926 has been one of the most successful programs developed by the federal government. Under its wing, thousands of special educators have developed the competencies to educate the exceptional child. Last year the passage of Public Law 90-35, the Education Professions Development Act, heralded the opportunity for our field to go beyond Public Law 85-926 and explore the personnel problems we had never before been able to attack. The focus of these proceedings will be on the Education Professions Development Act and the opportunities it affords special education. However, it is hoped that the vision of the field will be directed beyond this focus toward the new directions we must take to meet our manpower needs.



John Kidd, Ed. D.
President, CEC

TRAINING PERSONNEL FOR SPECIAL EDUCATION

JAMES J. GALLAGHER
ASSOCIATE COMMISSIONER
BUREAU OF EDUCATION FOR THE
HANDICAPPED

The new Bureau of Educational Personnel Development and our Bureau of Education for the Handicapped have much in common. Among them, has been a freeze of personnel and funds upon our programs. We also work together as neighbors in the same building.

I thought it would be appropriate to review for you some new data on special education. We are all aware of the major shortages of personnel trained to work with handicapped children. When we compare the number of handicapped children now served in our school systems with the personnel which experts believe necessary to provide special services, our most conservative estimates are hardly credible to many. When we estimate 10% as the incidence of the school population as handicapped, this means approximately five million children -- the mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired children of school age in this country. This means that about one out of ten houses on an average street has a child who needs special services and special education programs.

Title VI-A of the Elementary and Secondary Education Act provides Federal funds to State education agencies to support services for handicapped children. Each State has submitted a State plan in applying for their share of these funds. The plans describe their priorities in terms of serving handicapped children, the number of children now receiving special services, and those who still need to receive these services. The data collected from the States reflect a situation of greater severity than we had projected at the Federal level. We had estimated that between 40% and 50% of handicapped children were getting the services they need. The data collected from the States show that only a total of approximately 30% are receiving special education services and for whom special personnel is available to train them. Of course, percentages vary among the States.

We know there are more handicapped children in the inner city, per child, than in the more favored suburbs. We can only estimate the percentage. For example, one city has data available that show one census tract comprising 5% of the city's population, contributed 33-1/3% of the city's handicapped children in special education programs. We need to know just what the special problem situations are - the number of handicapped children who do need services in the inner city areas.

Through our training programs, over 13,000 persons received training last year -- part-time, institute and full-time academic training at the undergraduate and graduate level. From this we can easily project how many years or decades will be needed to provide adequate services for handicapped children in this country, if we continue at the same rate.

Like the "little red schoolhouse" concept, we still conceptionalize educational services as a set of teachers, each in his self-contained box; the principal who deals with discipline and individual teacher problems; and the superintendent in the central office asking for more bond issues to be passed.

The concept of special education which has developed and flowered over the past several decades is based upon a different kind of philosophy: that the school has to meet the child halfway. While the child has a responsibility to respond to the educational situation, the educational program also has a responsibility to program more effectively to meet the needs of the individual child. The residue of that simple structure is still with us, in terms of what we are asking people to do. Perhaps it is too simple, and we may not have conceptualized the variety of roles necessary for education in the 1970's and the 1980's.

We have been conducting a series of regional conferences, which have involved the entire country in participation through working groups. Between 120 and 125 representatives of local school systems, State departments of education, and colleges and universities involved in training and research attended each conference. We met at various regional locations: San Francisco, Birmingham, Denver, Chicago, Minneapolis, New York, and Pittsburgh. A total of approximately 1,000 special educators from the many career disciplines met with us.

We asked them for their views on the problems that most need to be overcome in the field of the handicapped--the obstacles, their creative ideas and solutions. They have identified the central problems in the area of special education and have given us the benefit of their judgment.

While all of the conference reports are not yet completed, one of the problems stressed in our staff post-conference discussions, is the problem of training and the need for trained personnel in this area. In part, it is dissatisfaction with some training methods. We may be asking too much of one person in a specific role. We ask the special education teacher to be a one-man band. If he doesn't respond, we sometimes blame the training institution for its inability to train the teacher.

When we compare the teacher with other professionals, such as the physician, the problem comes into focus. The physician has a battery of supportive personnel. Even the country doctor in the rural areas has aides to handle many duties, and he also may call upon a variety of experts from major institutions and clinics, hospitals or treatment centers, when he needs

help on specific serious or critical problems.

All too often, in special education, we have increased the self-contained "little red schoolhouse" or neighborhood elementary school of ten boxes to eleven boxes. We take one box and call it "special education." We keep thinking about one person, instead of teams of people. Even in medicine the doctors have been clustering into teams and clinics where the expertise of other people beyond their own background and experience is available. We must rid ourselves of the "little red schoolhouse" philosophy, if we are really going to conceptualize meeting the personnel needs of the handicapped.

Again and again at our regional conferences, the participants' questions focused on: What kinds of supportive personnel do we need; how do we train them; how do we organize our program; how do we train teachers to use supportive personnel?

We are looking forward to working with the Bureau of Educational Personnel Development to attack the problem of making special education a part of, not apart from, regular education. When Ray Graham said this a long time ago in Illinois, he was saying, I think, that although we need special skills and talents of specialized personnel, we must think of the environment which will best provide the maximum educational potential for these youngsters.

Some people are apprehensive about this special education concept. It could be said that setting up special programs for handicapped children in a school system adapted to the needs of the special child, reflects the best interests of exceptional children in a community. However, it can also mean that regular educational personnel can wash their hands of this problem and assume the attitude that it is now the business of special education and that they have no further responsibilities.

We are really looking toward the time when regular education personnel will work cooperatively with special education personnel to provide the maximum educational programs for these children.

We have the two major areas of training supportive personnel and getting teachers, administrators and other persons in the regular program to become more familiar with and attuned to the special needs of the handicapped child, but we do not have training programs now for the many other roles in which personnel may become interested. We need your imagination and creativity to help develop these areas. It is in this spirit that we welcome the new legislation with its flexibility and its great potential for expanding training programs in a variety of dimensions. It will be an exciting adventure to look at the new training possibilities for the handicapped.

EPDA--AN OVERVIEW

RUSSELL WOOD
DEPUTY ASSOCIATE COMMISSIONI
BUREAU OF EDUCATIONAL
PERSONNEL DEVELOPMENT

The Education Professions Development Act brings together some fairly disparate types of legislative authority aimed at generally the same objectives. It puts a number of Office of Education programs -- all having to do with the preparation of educational personnel -- under one umbrella, giving them a common sense of purpose and allowing for more effective administration. There still remain some 14 or 15 Office of Education programs involving the training of educational personnel that have not yet been brought under the umbrella. Training of personnel for the education of the handicapped is one, along with librarians, vocational and adult educators and some others involved in ESEA programs.

What is unique about EPDA is its built-in flexibility. It is a large, comprehensive piece of legislation without many specific constraints, at least on the legislative side. Unlike the more narrowly construed acts, it provides the opportunity to rearrange priorities as the needs develop.

In a sense, the Education Professions Development Act might be considered a move away from the very narrow categorical approach to Federal education aid that has characterized the first 10 years of large Federal investments in education. But the fact that aid is becoming more flexible does not mean that we are really reaching the stage of general aid, particularly in educational personnel development.

Our guidelines brought a remarkably favorable reaction. Because the Act was passed in June 1967, and the majority of its provisions were not effective until fiscal year 1969, we were in the fortunate position of having time to plan and consult and seek ideas from a variety of individuals and organizations. I think the flexibility of the Act itself also encouraged a favorable response. Groups that had difficulties getting grants under previous legislation now saw possibilities for having their projects funded. We feel that the Act's flexibility has allowed us this year to place special emphasis on those educational needs quite obviously of high priority. Certainly the education of teachers and other educational personnel for handicapped children is one of them, and we hope we will get a number of high quality proposals in this field. We expect that they will be of sufficient quality to compete with other proposals that are coming in.

Let me now get into the background of the Act and describe its chief provisions.

Since passage of the National Defense Education Act of 1958, the Federal

Government has had a substantial stake in the preparation of educational personnel. The early emphasis was on preparing teachers in subject areas deemed critical to the Nation's needs -- modern foreign languages, for instance. With amendments to NDEA and the subsequent passage of additional legislation, the categories were slowly expanded to include a variety of specialized personnel and specialized academic areas. The legislation providing such training was passed piecemeal and it has been administered piecemeal. Institutes for experienced teachers, for instance, were administered by the Bureau of Elementary and Secondary Education. But institutes for prospective teachers were run by the Bureau of Higher Education. Now all of these programs, including institutes, fellowships, grants, and the Teacher Corps, are being pulled together in the Bureau of Educational Personnel Development, and a whole new set of opportunities are opening up. The following description of the Act will indicate what some of the opportunities are.

The first major authorization under Section 502, is for the establishment of the National Advisory Council on Education Professions Development. This Council is appointed by the President and is independent of the Office of Education. It has its own staff and is responsible for reviewing not only operations under the Education Professions Development Act, but also other educational personnel development programs in the Federal Government. In addition, it has responsibility for an annual report to the President and the Congress.

Section 503 requires the Commissioner of Education to assess the needs of the education professions at all levels, from preschool through postgraduate, and in all areas, including vocational education, adult education, special education, and so on. The Commissioner is called upon to make an annual report setting forth his views on the state of the education professions, and naturally this report will reflect the assessments that have been made. He is also expected to report his plans for EPDA and relate them to similar training programs run by other Federal agencies. As you can see, this is a large task. But it promises to have a large long-term impact in pulling all of our activities together.

The next part is Section 504. The aim of this part of the law is, essentially, to increase the attractiveness of education as an employer. It, too, covers all of education and it is very flexible. The Commissioner may make contracts or grants to public or private agencies, to State departments of education, local educational agencies, profit and nonprofit organizations, and other associations.

Our plans for the first year call for a heavy emphasis on experimentation and the encouragement of a diversity of models in the recruitment process. Also, in this first year there will probably be less emphasis on mass media. In general, we simply are not yet sufficiently familiar with our needs in the education professions to mount good mass media programs, but there may be some media involvement on a regional or local basis. In addition to encouraging experimental projects in the first year, we will encourage the combination of funds made available under this part with funds available under other

parts of the Act.

Under Part B1, the Teacher Corps is extended and expanded. Some changes have been made in the authorization for the Corps. These consist chiefly of giving the States a larger role, particularly in the programs carried on in the local educational agencies. The Teacher Corps is essentially a project grant program and involves no State allocation of funds. There is, however, provision for allocation of Corps members to the States in cases where the demand for them obviously exceeds the supply.

Part B2, which is entirely new, addresses itself to attracting and qualifying teachers to meet critical teacher shortages. It is a State grant program and goes into effect in fiscal 1961. The program is designed for two specific purposes: (1) to attract into teaching persons who are "otherwise engaged"; and (2) to attract, recruit, and train teacher aides. It is designed to bring professional into the schools, to bring back to education, for instance, housewives who possess teacher certification but need short-term updating and who could make a valuable contribution to education if allowed to work on a schedule that fitted in with their home responsibilities. Up to one-third of the funds under this part of the law can be used for recruiting and training teacher aides, the remainder for attracting to education persons who are otherwise engaged.

This is a formula grant program with grants based on the incidence of public and private pupils in the States. But it is also a State plan program, and the Commissioner must approve a State's plan before that State can be eligible to participate in the program.

Part C of the Education Professions Development Act builds upon one of the largest components of the earlier Title V of the Higher Education Act -- the graduate fellowships awarded in degree programs for training teachers. It authorizes inservice and preservice training and small grants designed to strengthen the institutions at which the fellowships are held.

This program has been broadened to include teaching in preschool and postsecondary vocational as well as regular vocational schools. A potentially important element of this particular part of the Act is the authorization to pay institutional development grants to colleges and universities in anticipation of the award of fellowships. We can now direct funds to the strengthening of marginal teacher training programs, that is, programs that are good but perhaps do not possess all the resources needed to enable them to qualify for the high quality requirements specified in this Act.

Part D of the EPDA replaces the institute programs conducted under Titles V-b and XI of NDEA and Section 13 of the National Foundation on the Arts and Humanities Act. The most important element in Part D is the flexibility which the program has now gained. Previously, applications had to be submitted in one of about 14 areas of education. The Education Professions Development Act has opened the institutes to all areas of the curriculum ex-

cept for the training of persons for religious vocations. Under Part D virtually any program that will meet a high priority need can be proposed. And eligibility to make application is no longer restricted to colleges and universities but is now extended to State departments of education and local educational agencies. Local agencies, however, are eligible only if their plans for projects under Part D are coordinated with the activities planned under Part B2, the State plan program I described a few moments ago.

Part E of EPDA authorizes grants to colleges and universities for the preservice and inservice training of higher educational personnel -- faculty, administrators, or other specialized personnel engaged in higher education. This program replaces a smaller one that is presently being administered with a $2.5 million appropriation for the training of higher education personnel in the use of educational media.

These, then, in brief outline, are the various parts of the EPDA. Total funds authorized for them amount to about $400 million in the first year. This contrasts with a total of less than $100 million for existing programs that will be absorbed into the new Act.

To turn now to the question of priorities under Parts C and D. These are of two kinds: administrative and substantive.

We shall encourage concentration rather than dispersal of resources. We shall also encourage the identification by the applicant of high priority needs, at national, regional, State, and local levels, towards which the projects under EPDA should be addressed. To meet these needs, long-term plans should be developed. A next step should be the assembly of resources through coalition with or among, for example, different departments or schools of a university, with local educational agencies, with State departments of education, and with other organizations which could contribute to the project. But it should be clearly demonstrated that such a combination would enable the applicant agency to make more progress that it could alone toward meeting the needs which the project is designed to meet. We are trying to avoid a situation that would simply result in additional signatures on an applicant's project proposal.

Substantive priorities are of two kinds. Further, there is a socio-economic type of priority. About one-third of the funds will be allocated to programs directed at the needs of the disadvantaged. Here we are talking not only about the urban situation, but also about the rural situation -- and this, of course, interrelates very closely with the urban situation.

The second type of substantive priority is concerned with the educational professions themselves. We plan to allocate between five and ten percent of the funds under Parts C and D among four categories of educational personnel: administrators, teacher trainers, early childhood personnel, and auxiliary personnel. Investment in the training or retraining of administrators and teacher trainers will have widespread secondary effects. For early childhood

and auxiliary personnel -- groups that have been relatively overlooked in past legislation -- we foresee great demand in the future. However, there will be room for considerable flexibility. The applicant can identify the national, regional, State, or local needs to which he wishes to address his project and support the critical nature of the need by convincing evidence.

May I urge you to read closely the guidelines, particularly those for "Educational Personnel Development Grants." This paper cannot in any way substitute for such a reading.

The many possibilities for accomplishment opened up by this Act cannot be described in the number of words allotted me here. Neither can all of the unique and flexible administrative procedures.

What I hope I've been able to do here is get across the point that the Education Professions Development Act promises to generate more and better ideas for educational training -- including ideas for the recruiting and training of persons to work with the handicapped. It promises reasonable leeway in organizing proposals and it promises the wherewithal to test new projects. Above all, it promises new opportunities to solve this Nation's highest education priority problem -- the shortage of qualified manpower.

COORDINATION FOR EFFECTIVE PROGRAMMING

LEONARD LUCITO
DIRECTOR OF TRAINING PROGRAMS
BUREAU OF EDUCATION FOR THE HANDICAPPED

The agreement between the Bureau of Educational Personnel Development and the Bureau of Education for the Handicapped (see Appendix I) represents an attempt to attack the problems relating to the development of personnel for special education and, at the same time, avoid duplication of services while maintaining effective coordination. I would like to discuss with you several aspects of this agreement -- new opportunities for personnel training and some administrative realities.

It is important that we establish the basic distinction between the primary responsibilities of the Bureau of the Education for the Handicapped and the Bureau of Educational Personnel Development. The Bureau of Education for the Handicapped has the primary responsibility of training and retraining persons who work exclusively with the handicapped. The Education Professions Development Act affords the field the opportunity to go beyond our basic support programs and seek strategies to meet some of the manpower problems that have hindered the field's development.

Many of us who have been in special education for a long period of time have talked about trying to integrate special education students into as normal an education setting as possible. Two of the obstacles in meeting this objective have been our ineffectiveness in communicating to the regular educator the role he can play with regard to the exceptional child and in offering training to assist him in acquiring appropriate skills needed to fulfill this role. Programs for emotionally disturbed children run into this problem quite frequently. Generally, the special education program for disturbed children is considered to be a temporary program until the child can return to the regular classroom. However, the movement of the child from the special class into the regular class necessitates competencies on the part of the regular classroom teacher to be able to adjust the classroom to the child and the child to the classroom. It is hoped that EPDA can help us provide these competencies.

While the Bureau of Education for the Handicapped has authority to provide for the preparation of special education administrators, we must realize that special education does, in most cases, remain administratively under the direction of general school administrators, who, in many cases, have little or no knowledge of the educational needs of exceptional children. In addition, special education utilizes auxiliary personnel such as teachers of music, art, industrial arts, and physical education. Many of these per-

sons find it difficult to work with handicapped children because of limited training in this area. We think EPDA could provide great assistance to the Bureau in meeting this problem.

The training programs for the handicapped have been unable to support financially the preparation of ancillary personnel. Here we are talking about the psychologists, social workers, counsellors, the kind of people who work in a broader spectrum than just special education and yet are necessary to our programs. EPDA offers us an opportunity to provide these persons with information about the unique needs of the handicapped and the characteristics of special education.

One of the greatest roadblocks to program development in special education has been our lack of sufficient manpower. To overcome this problem, many special education programs have begun to consider ways in which the existing manpower pool can be utilized to its fullest potential. One approach has been to use "teacher aides." Using the career ladder concept, we also would expect that the preparation of such aides would be a step toward increasing the teacher manpower of the field by encouraging aides to continue training which would lead to teacher certification. Earlier speakers have alluded to the concept of the team approach in working with the exceptional child. EPDA offers us the opportunity to focus not only on the preparation of the teacher aide, but also on other members of the team.

While the types of personnel we have discussed reflect those included in the agreement, it is hoped that local agencies will look at their own needs and develop programs accordingly.

The extent of EPDA's financial commitment to special education, as stated in the agreement, is approximately fifteen percent. There are a couple of qualifying phrases, and they are basically built upon the viewpoint that it is not known what funding Congress is going to provide. The funding is further complicated by the fact that the Bureau of Educational Personnel Development has a commitment to continue existing programs. However, as soon as feasible, the fifteen percent objective will be implemented.

The agreement also indicates that State plans, for which guidelines have already been written, will not be rewritten to include the handicapped this year, but, in the immediate future, special education will participate more actively with regard to State plans established under Part B of the law.

Finally, the Bureau of Education for the Handicapped is actively working with the Bureau of Educational Personnel Development to nominate persons with expertise regarding special education to review proposals in the areas of the exceptional child.

I am very happy to be in my present position at this time, because we have an opportunity to make a giant step forward toward building the types of relationships which will enable us to utilize more effectively the total educational system for the youngsters we represent.

ORGANIZATION OF THE BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT

The new Bureau of Educational Personnel Development is responsible for coordinating the provisions of the Education Professions Development Act of 1967 (Public Law 90-35) and for administering most of its programs. The Bureau of Higher Education, however, will administer Part E, "Training Programs for Higher Education Personnel."

The Office of the Associate Commissioner serves as principal advisor to the Commissioner on programs for the development of educational personnel through over-all planning, direction, coordination, and evaluation. It includes an Executive Staff, a Field Services Staff, and a Public Information Staff which also administers Sec. 504, "Attracting Qualified Persons to the Field of Education."

Four Divisions carry out the several program and service responsibilities

Program Resources makes expertise in various disciplines and service areas available to the Office and to the States, districts, and higher education institutions that are developing programs under this Act.

Program Administration is responsible for the administration of Part B-2, the new State-plan provision for "Attracting and Qualifying Teachers to Meet Critical Teacher Shortages"; Part C, the entire program of "Fellowships for Teachers and Related Educational Personnel"; and Part D, the comprehensive provision for "Improved Training Opportunities for Personnel Serving in Programs of Education Other Than Higher Education."

Teacher Corps is responsible for administering Part B-1 of the Act providing for the continuation and extension of the activities of the Corps.

Assessment and Coordination carries responsibilities for the adequate continuing assessment of needs for educational personnel, the projection of relevant plans, the evaluation of programs, and the coordination of the several programs affecting educational personnel both inside and outside the Bureau.

MAJOR PROVISIONS OF THE EDUCATION PROFESSIONS DEVELOPMENT ACT

TITLE V A-SECTION 504

Attracting Qualified Persons to the Field of Education

Funds to: Various agencies, by management

For: Identifying and encouraging youth *Publicizing career opportunities*

Encouraging qualified persons *Encouraging persons from other professions

Appropriation Request: $1,500,000

TITLE V B-1 - SECTIONS 512-517

Teacher Corps

Focus: Areas with concentration of low-income families

Funds to: States, districts, institutions

For: Attracting persons into teaching and providing training *

Obtaining Teacher Aides

Appropriation Request: $31,000,000

TITLE V B-2 - SECTIONS 518-520

Attracting and Qualifying Teachers to Meet Critical Teacher Shortages

Funds to: State Education Agencies

For: Teacher Fellowships Serving:

Pre-school *Elementary school *Secondary school *Adult education *Vocational education

Appropriation Request: $43,500,000

Title V D - SECTIONS 531-532

Funds to: States, districts, institutions

For Training or Retraining: Teachers and teacher trainers *Supervisors and administrators *Educational services personnel * Teacher aides affecting all subject areas

Appropriation Request: $53,500,000

Title V E - SECTIONS 541-543

Training Programs for Higher Education Personnel

Funds to: Institutions of higher education

For: Training persons who are serving or preparing to serve as teachers, administrators, or educational specialists in institutions of higher education

Appropriation Request: $15,000,000

Administered by: Bureau of Higher Education

PRIORITY PROGRAM NEEDS

Editor's Note:

A major purpose of the conference was to explore, in group session, those priority areas established by the Office of Education and to determine their programmatic relevance to special education. The following suggested program needs reflect what each group considered areas of national concern. However, it is up to local agencies to determine their own priorities. The primary purpose of this section is to stimulate the reader's thinking about his own needs and the priorities listed in no no way should be construed to represent projects that will be funded by the Office of Education or that have the endorsement of The Council for Exceptional Children. The reader may wish to refer to Appendix II for a list of group participants.

PREPARATION OF TEACHER AIDES AND AUXILIARY PERSONNEL FOR SPECIAL EDUCATION

1. Programs to develop guidelines to assist local education agencies in assessing their need for aides and other auxiliary personnel.

2. Programs to develop strategies for the creation of career ladders for teacher aides. It is important that the programs for aides provide the opportunity for such persons to continue their education, and thus the ability to enter positions of higher responsibility.

3. Programs in urban and rural areas that would prepare indigenous persons to assist special educators in meeting the unique cultural problems of the children they serve.

4. Programs to assist special education personnel utilize aides and other auxiliary personnel effectively.

5. Programs to train secondary and post-secondary exceptional youth as classroom aides.

6. Programs to prepare aides to assist in the unique aspects of physical education and recreation for the exceptional child.

SPECIAL EDUCATION LOOKS AT GENERAL EDUCATION

Expanding the Competencies of General Educators

1. Programs to acquaint "regular" school administrative personnel with the needs and operations of special education.

2. Programs of an orientation nature for specialized instructional personnel, such as art, music, industrial arts, physical education teachers to familiarize them with the unique learning modes of the exceptional child and the techniques of special education.

3. Programs to provide a series of experiences for undergraduate, general education majors to expose them to exceptional children and the specialists that work with such children -- an example might be to use undergraduate students as aides in special education classes.

4. Programs to enable general education personnel to have direct contact with special education programs. The focus should be on allowing the general educator to profit from the experiences of the special educator in meeting the educational needs of exceptional children.

Expanding the Competencies of Special Educators

1. Programs to acquaint special educators with the latest developments in instructional methodologies being used in general education, e.g. programmed instruction, linguistics, etc.

2. Programs to assist special education personnel in providing general educators with the necessary competencies to meet the educational needs of exceptional children in general education programs.

3. Programs to expand the skill level of special education specialists to enable them to deal more competently with the problems of the multiply handicapped child.

4. Programs to train a cadre of substitute teachers with competencies in working with exceptional children. Such personnel might then be available to enable the school to utilize the teacher's abilities beyond his classroom.

PREPARATION OF PERSONNEL FOR SPECIAL EDUCATION IN DISADVANTAGED AREAS

1. Programs to prepare special education personnel to meet the unique needs of the disadvantaged exceptional child. Such programs might focus on developing systems whereby children could move freely in and out of the special education structure. This would necessitate personnel having unique diagnostic and evaluation capabilities. Such programs might also include consideration of the cultural aspects of handicapping conditions, so that personnel from cultural environments different from those in which they are presently teaching could better assist a child adapt to the culture in which he must live.

2. Programs that would involve the community in the preparation of personnel to teach in that community.

3. Programs to encourage persons indigenous to the community to enter the field of special education and return to the community to teach.

4. Programs to encourage those from non-disadvantaged communities to seek employment in disadvantaged areas.

5. Programs to re-educate college and university personnel regarding the unique needs of the disadvantaged exceptional child.

6. Programs to develop a special breed of personnel whose task it would be to seek and develop giftedness among disadvantaged children.

PREPARATION OF PERSONNEL
FOR PRESCHOOL SPECIAL EDUCATION PROGRAMS

1. Programs to prepare personnel to teach teachers of preschool handicapped children.

2. Programs coordinating the disciplines of early childhood education and special education to prepare teachers and ancillary personnel for the education of preschool exceptional children.

3. Programs to prepare personnel to assist parents of preschool exceptional children enrich the environment of the child in the home.

4. Programs to acquaint auxiliary personnel, e.g. pediatricians, nurses, social workers, psychologists, etc. with the educational needs of the preschool exceptional child.

5. Programs that involve parents in the school program, thus enabling them to understand the educational problems of the child and to assume a role in meeting his educational needs. EPDA cannot support programs to teach parents to be parents; however, funds can be used to prepare them to assist in the educational setting.

QUESTIONS AND ANSWERS

Q. What is the distinction between a pilot and an operational project?
A. A pilot project is a small scale test of training approach which could later be utilized on a large scale basis. An operational project would utilize established practices to achieve some desired goal.

Q. What is a special planning grant?
A. This is a grant of up to $10,000 primarily designed to help agencies get themselves in a position to submit a proposal. Focus will be on agencies who have not been able to obtain federal training programs in the past.

Q. Is there a limit on the longevity of a project?
A. There are no formal limitations. However, funding commitments are on an annual basis.

Q. May several agencies combine to apply for an EPDA project?
A. Yes. However, one administrative unit must accept fiscal responsibility.

Q. Must proposals from local educational agencies have state endorsement?
A. Yes.

Q. Could EPDA be used to support an inservice training program that might extend over a full school year on a once a month basis?
A. Yes. Agencies are encouraged to seek unique scheduling patterns and not be bound by traditional approaches.

Q. Can personnel already employed full-time receive stipends for attending inservice programs?
A. Stipends cannot be used as a double salary. Agencies are urged to exercise caution in the use of stipends. All such proposed expenditures should be carefully supported.

Q. Will agencies already having strong training programs be favored?
A. There is a desire to assist such agencies make major contributions to educational personnel development. However, EPDA is also concerned with finding a variety of ways to assist the development of quality programs in less established agencies.

Q. Under EPDA may pilot training programs be established which disregard course credits and certification requirements?
A. EPDA is designed to help meet local needs. If it is articulated in the proposal that the approach would meet such needs, then it would be acceptable. However, planning for such approaches should involve state departments of education.

Q. Is there a maximum amount that may be awarded per fellowship stipend?

A. Part C of Public Law 90-35 places a ceiling of $2,500 on fellowship stipends.

Q. Can EPDA funds be used to recruit special education manpower?

A. Yes. A major focus of the Act is establishing means of: (1) identifying capable youth in secondary schools who may be interested in careers in education, and encouraging them to continue their education for such careers; (2) publicizing career opportunities in education; (3) encouraging qualified persons to enter or reenter the field of education; and (4) encouraging persons from other professions and vocations, as well as homemakers to take on part-time or temporary teaching assignments or related assignments.

Q. Where can we obtain guidelines and additional information?

A. The following persons will be pleased to assist you:

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(202) 962-6021

Mr. Russell Wood
Deputy Associate Commissioner
(202) 962-6021

Dr. Robert Poppendieck
Director of Field Services
(202) 962-8151

Dr. Donald Bigelow
Director of Program Administration
(202) 963-7457

The Bureau of Educational Personnel Development is located at:

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Washington, D.C. 20201

BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT PLANS FOR SUPPORTING THE TRAINING OF PERSONNEL FOR THE EDUCATION OF HANDICAPPED CHILDREN

The Bureau of Educational Personnel Development recognizes the training of personnel for the education of handicapped children as one of the areas of substantial need within the entire range of needs for educational personnel. It believes that the new Education Professions Development Act, particularly under Parts B, State Plan Programs, and Parts C and D, Educational Personnel Development Grants, offers new opportunities for support of programs in this area. The following division of responsibilities in this regard between programs administered by the Bureau of Educational Personnel Development and those administered by the Bureau of Education for the Handicapped will be observed.

The training and retraining of personnel who work directly and exclusively with populations of handicapped children will be supported primarily by Bureau of Education for the Handicapped programs. The training of regular educational personnel including such specialities as counselors, educational technology specialists, and others with an interest in the special problems presented by the handicapped will be primarily supported by programs under the Bureau of Educational Personnel Development. This may include the support of programs devoted entirely to the problems of handicapped children or programs including units on this subject among other elements. The BEPD also will be receptive to proposals for training educational aides who will be working both exclusively or in part with handicapped children. The BEPD encourages the training of teams, including teachers, aides, administrators and other specialized personnel to cope with the problems of handicapped children.

The extent of the BEPD commitment to the area of the handicapped depends upon the amount of money that will be available under Parts C and D, the Educational Personnel Development Grants. It is intended that approximately 15 percent of funds under these parts will be devoted to this purpose depending on the size of the appropriation. If the funds available are not greater than the 1968 level of the predecessor programs, the availability of funds for this new possibility may be somewhat limited. With regard to Part B, State Plans, future guidelines will encourage the States to devote a similar portion of these resources to programs for personnel necessary for education of the handicapped.

In arriving at funding decisions for projects that involve training in the area of the handicapped, the BEPD will use, as the specialized members of

reading teams, readers nominated by the BEH. Also, staff of BEH will participate in the initial screening of proposals.

The BEPD intends to work in close cooperation with the BEH in its efforts to prepare personnel to meet the needs of handicapped children. The BEPD is designating the Director of its Division of Program Administration to meet on a regular basis with the Director of Division of Training Programs, BEH, to insure that this cooperation is carried forward.

May 29, 1968

Associate Commissioner for
Educational Personnel Development

Associate Commissioner for
Education for the Handicapped

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